

to see children's behavior in a disinterested professional manner and yet hold them firmly to the very best that is in them. We are attempting to forestall this in conferences and to give guidance when it occurs. Moreover, this difficulty is not peculiar to the child study scheme; it is inherent in any progressive plan for training teachers. And if it is protested that a "little learning" is particularly dangerous in the field of mental hygiene, it may be replied that these readings do not come simply as a result of the case studies. For an introduction to this literature is fast becoming a necessary part of any well planned scheme of student teaching. Therefore this series of partial reports revealing the student teacher's developing attitude may not so much cause a problem as correct one. For they do offer an opportunity to guide her into a balanced philosophy of education and of life.

KATHERINE M. ANTHONY

CREED OF MODERN LIFE

"I believe in God as the Creator."

"I believe in the spirit and mind of man."

"I believe firmly in obeying all the laws of the country in which I happen to be, no matter how I despise them."

"I believe that a brain standard is far more important than a gold standard."

"I believe in the home, and that men should use it more and women less."

"I believe in the Ten Commandments with a far greater intensity than I do in our ten million laws of today."

"I believe that criminals are fools and not heroes."

"I believe all men to be nobler than they are thought to be by others, and all women far less mercenary; that a hard life harms no one, but that a soft life kills; that courage restores life and is greater than wealth."

C. R. W. NEVINSON

SUPPLY AND DEMAND OF SCHOOL LIBRARIANS IN THE SOUTH

IN 1927 the Association of Colleges and Secondary Schools of the Southern States adopted standards for the libraries of the high schools in this region, which have come to be known familiarly as "the Southern Standards." The emphasis which these standards placed upon properly trained librarians resulted in the springing up, almost over night, of a large number of courses purporting to prepare students for school library work. In December, 1929, the Policy Committee of the Southeastern Library Association, asked the Board of Education for Librarianship of the American Library Association to survey the library training conditions and facilities of the region, "in order that there may be a complete program for the training of librarians for the various types of library positions that are developing in the South, and in order that all ventures in library training may be so directed and organized that they will contribute to the whole program." This study was made by Miss Sarah C. N. Bogle, of the Headquarters staff of the A. L. A., assisted by Miss Tommie Dora Barker, Regional Field Agent of the A. L. A. in the South, in March and April, 1930, and their findings were summarized in a mimeographed report in August, 1930.¹

Almost simultaneously the Joint Library Committee of the Southern Association of Colleges and Secondary Schools requested the Division of Surveys and Field Studies, of the George Peabody College for Teachers, Nashville, to make a survey of library conditions in the high schools in the territory of the Southern Association. The request was granted, and the Divisions of

This paper was read before the School Libraries Section of the American Library Association, meeting in New Haven, on June 26, 1931.

¹A Study of the Library School Situation in the Southern States. To be printed at a later date.

Surveys conducted the study with the advice and counsel of the Joint Library committee, and the results appear in a printed report by Dr. Doak S. Campbell, December, 1930.² The findings of these two surveys of major importance to the school library field are so closely related that they may be considered together.

The purpose of the investigation of conditions in libraries made by Dr. Campbell is stated thus:

- "1. To determine the status of the libraries in the high schools that are accredited by the Association of Colleges and Secondary Schools of the Southern States, with specific reference to the new library standards, and
2. To point out for further investigation and study such problems as may be revealed by this study."

An information blank based on the standards was sent to all member schools, in March, 1930. (It is indicative of the co-operative spirit of this Association that of the 1105 schools receiving the blank, 922, or 83.4 per cent responded.) The tabulated answers appear in the report, arranged, first by standard, No. 1 Books; No. 2 Librarian, etc., then by state, and finally are summarized for the region as a whole. Our concern is with Standard No. 2, the Librarian.

The Provisions of this standard are as follows:

1. Enrolment of 100 or less students—Teacher-librarian with at least six semester hours in Library Science. Excused from certain number of hours of teaching and thus allotted definite time for library work, with regular hours in the library. Sufficient student help trained by the teacher-librarian to keep the library open all day, but open only under supervision.

2. Enrolment of 100 to 200 students—Half-time librarian with a one-year course of 24-30 semester hours in an accredited library school, or half-time with college graduation including twelve semester hours in Library Science.

3. Enrolment of 200 to 500 students—Full-time librarian with same qualifications and educational background as teachers, including 24-30 semester hours in an approved library school. One or two year's teaching experience is very desirable.

4. Enrolment of 500 to 1,000 students—Same as above, with sufficient help and some experience in teaching or library especially desirable.

5. Enrolment of 1,000 or more students—Full-time librarian with college graduation and at least 24-30 semester hours in an approved library school. Teaching and library experience especially desirable—a good contact with children already established. For every 1,000, or major fraction thereof, enrolment, there shall be an additional full-time trained librarian.

Of the 922 schools returning the information, fifty-four, or 5.9 per cent report that they meet the standard for librarian as to training and time devoted to the library in all respects; 344, or 37.3 per cent meet them in one or more respects; while 524 or 56.8 per cent meet none of the requirements. There is a wide range in the amount of training these librarians and teacher-librarians have, the average being approximately four semester hours. The problem of adequate training for the librarians involves a number of considerations. Among these is the selection of approved library schools and the development of appropriate curricula for them. For this reason the Joint Library Committee of the Association was asked to work out a list of approved schools. Dr. Campbell says, "In order to provide a basis for determining the possible number of schools necessary for the training of librarians for Southern high schools, an inquiry was directed to the

²Libraries in the Accredited High Schools of the Association of Colleges and Secondary Schools of the Southern States. 1930. George Peabody College for Teachers, Nashville, Tenn.

higher institutions in the states which offered courses in library science requesting them to give the number of students enrolled in such courses during the regular session, 1929-30, and the summer session, 1930. Replies from thirty-seven of these institutions in the eleven states show that they enrolled 1,764 students during the specified time.

"A second inquiry was sent to a selected list of fifteen library schools to ascertain the number of students enrolled in courses in library science and the amount of credit these students had at the close of the summer session, 1930 . . . Of the 844 persons enrolled in this selected list of library schools during the summer session 1930, 27.8 per cent were taking their first course, and had less than six semester hours of credit. Fifty and seven-tenths per cent had as many as six hours, but not as many as twelve, and could qualify only in schools of less than 100 students. Nine and five-tenths per cent had twelve semester hours, while 2.6 per cent had a one-year course of 24-30 semester hours not including college graduation. Three and two-tenths per cent had 24-30 hours including graduation, while 6.2 per cent had a full year of library science in addition to college graduation. In other words, the output of a single summer session was two and one-half times the total number of positions available in the group of schools enrolling 100 students or less. One hundred and two persons qualified for 381 possible positions in the schools of 100 to 200 students. Twenty-seven persons qualified for 472 positions in the schools of 200-500 and 500 to 1,000 students. Fifty-two persons qualified for sixty positions in schools of 1000 or over." It is evident that the over supply is in group one and possibly four, that is, the smallest and largest schools. It is also probable that many of those who took their first courses in 1930 will earn additional credit in 1931, making them eligible for the next group, for which at present there seems to be a shortage of

librarians. The report continues, "Be this as it may, it is significant that there were enrolled in fifteen of the approved library schools in the 1930 summer session 844 persons, whereas there are only 1,105 accredited schools in which there are possible positions. This would seem to indicate that there are already more library schools than this area requires."

In order to discourage the further establishment of library courses in institutions not qualified to give them adequately, and to strengthen the existing schools, the Southern Association at its 1930 meeting in Atlanta adopted definite standards for such courses and institutions. Under the heads, Organization and Administration, Teaching Staff, Equipment, Financial Status, Requirement for Admission, and Suggested Curriculum, it sets forth the requirements to be met by any institution wishing to give courses in library science which will be acceptable to the Association. These Standards appear in the 1930 Proceedings of the Southern Association and in Dr. Campbell's report.

The study of the general library school situation in the southern states made by Miss Bogle with Miss Barker's assistance, which was based on visits to educational institutions, departments of education, leading librarians and educators, supplemented by data gathered at A. L. A. headquarters, led them to say, "Those in touch with the library situation in the South are aware of the ferment there in recent years in all lines of library activity. That the development of a library program in this region should be paralleling the remarkable advance in other fields, educational, social, and economic, is just cause for satisfaction to those who believe that libraries are an essential part of the pattern of our social order. To librarians in the South satisfaction has been mingled with an element of concern because of the very rapidity of library progress. They desire that the foundation shall be adequate to the superstructure. While

library service, like every other, must develop in harmony with general principles, each region has specific needs which must be met if service is to be satisfactory. With the elimination of time and space no one region can live to itself alone. Due to the relation of supply and demand, librarians are migratory, and that which is done by and for libraries in one region, such as the South, inevitably has a vital effect on other regions and on the library profession as a whole. Therefore the concern felt by librarians in the South is shared by others in all parts of the country for possible effects on their own situations." The report is prefaced with the following recommendations:

"That the summer courses and other short courses for school librarians or teacher-librarians, established to fill the immediate demand for librarians in high schools which must meet the standards of the Southern Association, should not be allowed to grow into permanent library schools if the result is to be unnecessary duplication of training within the state. It is entirely possible that after the present demands are met one, or at most two, training agencies in each state will be more economical and more efficient than a large number."

The facts and conclusions thus far stated in this summary are quoted from the two studies mentioned in the beginning. May I venture a personal statement in closing? Not only in the South, but elsewhere as well, due to the zeal of many institutions in offering almost any course if it promises to draw students, without sufficient consideration of the cost of establishment or of proper maintenance; and to the present tendency of schools and colleges, not excluding library schools, to accept increasingly large enrolments without regard to the existing or probable demand for graduates, we are faced with an over-production of so-called librarians, who, in many cases, have not been much more than exposed to library courses, and who have neither the personal qualifications nor the thorough

preparation for their work which we like to think have always been distinguishing marks of this profession.

As the immediate demand probably will be met after the 1931 summer session, it is to be hoped that the establishment of more schools can be successfully discouraged unless a careful study proves the need for them, and a willingness is demonstrated by the school administrators to build the curriculum on sound lines; that existing schools will exercise more care in selecting students of marked capacity, and in limiting enrolments; and that, in the future, they will direct their efforts toward the production of librarians of the highest quality attainable. Such a program is imperative if boys and girls are to obtain a rich and vital experience through the library in the school.

HELEN M. HARRIS.

CHARACTER

Character is a by-product. . . . It comes as a consequence of a life devoted to the nearest duty, and the place in which character would be cultivated, if it be a place of study, is a place where study is the object and character is the result.

—WOODROW WILSON.

BOOKS

Books are the open avenue down which, like kings coming to be crowned, great ideas and inspirations move to the abbey of man's soul. There are some people still left who understand perfectly what Fenelon meant when he said, "If the crowns of all the kingdoms of the empire were laid down at my feet in exchange for my books and my love of reading, I would spurn them all."

—ERNEST DRESSER NORTH.

Clear thinking is needed in the competitions of life, and it is peculiarly the province of modern education to make us seekers after the truth.—HUBERT WORK.